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ABSTRACT

A case study of evaluation of teacher education programs at Eastern Kentucky University in Richmond indicates that program evaluation needs are the same for regional universities as for major universities, but fewer funds are available in most cases. In the year 1977-78, the plan for a comprehensive evaluation program was placed into operation and a coordinator of competency examinations was appointed. In 1980, an office headed by the Director of Educational Research and Evaluation was formed for program evaluation. Grade point requirements for teacher education and student teaching have been raised. The problem of follow-up for graduate programs remains the greatest gap. The evaluation must have the full support of the school administration, and planning must be long-range and comprehensive in order for the teacher education evaluation program to have a chance at success. The actual evaluation program for the College of Education from admission until after graduation is included. (SLD)

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Regional Universities' Needs for Conducting Teacher Education Evaluation: A Case Study of Eastern Kentucky University

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All institutions regardless of size must evaluate their teacher education programs. This has been a requirement for NCATE accreditation for several years. Regional institutions are placed in a unique position due to size and university support. Small colleges having few faculty have more faculty communication, less need for administrative regulations, and fewer programs, which makes evaluation much easier than evaluation at large institutions. On the other hand, major universities have many programs and a large faculty, but also have the administrative and financial resources to operate an effective evaluation program. Regional universities have many programs, large faculties, and small budgets.

Many regional universities grew out of normal schools and state teacher colleges but spend most of their time denying the role teacher education continues to play in the institution and emphasize other unique programs. For many years it has been the large education classes, both undergraduate and graduate, that financed the smaller classes in other areas of the institution. Teacher education has generally been accepted as a necessary part to de-emphasize and deny. Teacher education programs have been considered low cost programs and academically unsound. Added to this historical perspective, in recent years enrollment in teacher education programs has declined sharply due to an over-supply of teachers.

It is from this background that evaluation appears, and funds are needed to effectively evaluate programs. The program evaluation needs are the same as major universities, but fewer funds are available in most cases.

It would seem with the many programs in a regional university, a comprehensive evaluation and follow-up of graduates is needed to provide a broad data base for teacher education from admission to the college until graduation. This central data base must be supported by all program areas. The key to success in evaluation is to get all parties involved to support the program. Faculty must be involved and accept program evaluation rather than fight it mistakenly as faculty evaluation. Faculty evaluation occurs in promotion, tenure, merit pay, and course evaluation by students. It is best to keep this separate and apart from program evaluation. If you want to keep faculty involved, they must see the results of data collected and be involved in any changes made in the programs.

Some departments will not want to cooperate in a central evaluation office, but will want to keep evaluation in their own domain. This may relate to power or to the reluctance to have their programs evaluated. Evaluation must have the strong and active support of the administration from the head of the teacher education unit down to the newest faculty member. The Federal government knew this when it formulated and funded the Dean's Grants in Special Education. They knew if the head of the unit was involved and strongly supported the program, the greater the chance of positive results.

Long range planning with a comprehensive plan is needed. Faculty should be included in the planning process. Outside consultants can be of help in objectively evaluating the process and to make useful unbiased recommendations. Good programs do not appear but are the result of planning and continual revision for improvement.

Unless faculty and all units concerned are involved, the feedback from the evaluation will not result in program changes. Evaluation is the process, but the result must be used to formulate more effective programs. There are many good beginnings in evaluation, but the continual revision and feedback to departments and faculty coupled with their action is needed.

During the year 1977-78, the plan for a comprehensive evaluation program was placed into operation. Each program area prepared multiple choice comprehensive examinations in addition to a general generic test. The National Teachers Examination was first given in the spring of 1978 only for program evaluation and has continued to be given, but it is now a requirement for Kentucky teacher certification.

Beginning with the fall of 1977, a coordinator of compentency examinations was appointed, and fall 1980 an office headed by the Director of Educational Research and Evaluation was formed. This office is in charge of all program evaluation and provides evaluative data.

The proposed program in 1977 differed in several ways. Prior to admission to the education program, a personality test was administered to all applicants. Also, the admission to teacher education GPA has been raised from 2.0 to 2.25 and will be raised to 2.5 effective July 1, 1989. The GPA for admission to student teaching was raised from 2.25 to 2.5 effective with the fall of 1984.

The greatest problem in the follow-up of graduates has been the lack of approval from the student for us to receive follow-up data. We originally proposed to select a sample of graduates and collect evaluations from students, parents, supervisors, and peers, but we have not received permission for this process from the graduate. On the positive side, the Kentucky Beginning Teacher Internship program allows us to visit the classroom at least three times and to participate in four committee meetings evaluating the intern during the first year of teaching. The committee is comprised of the principal, a peer (resource teacher), and a higher education representative, and a majority vote of the committee is necessary for continued certification.

A compounding problem relates to additional programs mandated by the state moving from bilevel to trilevel certification. Until Fall 1986, students were certified for grades 1-8 or 7-12. This bilevel certification has been changed to trilevel certification for grades K-4, 5-8, and 9-12. Administrative and service certifications are also being changed to trilevel certification.

The greatest gap remaining is the problem of follow-up for graduate programs. Each masters degree recipient had a comprehensive examination either written or oral, but the follow-up of the student after graduation is difficult. In Kentucky a student may complete 60 graduate hours including the masters for an additional pay rank and many may be contacted for program evaluation as they return for this program. The problem is not in evaluating a program but to use this data to effect constructive change.

The State of Kentucky exercises stringent control over teacher education programs being quite prescriptive. Higher education faculty are used on the committees recommending these programs, but little freedom is left to the individual college or university. With the state mandates leaving little room in the program for innovation, intrauniversity program committees further restrict the formulation of teacher education programs. This, of course, is not an evaluation problem but a control problem effecting the ability to make needed corrective changes.

The following program reflects the actual evaluation process.

EASTERN KENTUCKY UNIVERSITY
COLLEGE OF EDUCATION
PROGRAM EVALUATION AND FOLLOW-UP OF GRADUATES

PROGRAM COMPONENT	METHOD OF EVALUATION
1.00 Pre-University Entrance	1.11 ACT Scores used in diagnosis for remediation if necessary.
1.11 Application for Entrance to EKU	1.12 High School Graduation
2.00 Lower Division	
2.1 EDF 102 Professional Laboratory	2.11 CTBS Achievement Tests (Reading, Language, Spelling, Math). Must score at or above the 50th percentile on end of grade 12 norms before admitted to the teacher education program.
	2.12 Speech and Hearing Evaluation
2.2 EDF 202/300 Professional Orientation	
2.21 Admission to Teacher Education	2.211 GPA of 2.25, effective July 1, 1989 GPA of 2.5 will be required.
	2.212 Essay-"Why I Want To Be a Teacher"
	2.213 Four Faculty Recommendations
	2.214 Complete 12 hours of on-campus residence credit at Eastern prior to admission to the Teacher Education Program.
	2.215 No evidence of physical or psychological impairments that would preclude teaching success
	2.216 Accumulate a satisfactory record of acceptable social behavior in the University and the community at large.
3.0 Upper Division	
3.1 EDF 317 Human Development and Learning	

PROGRAM COMPONENT	METHOD OF EVALUATION
3.2 EPY 318 Learning Theories Applied to Teaching	
3.3 EPY 412 Measurement and Evaluation in the Schools. Early Ele and Middle Grades only	
3.4 SED 400 Exceptional Students in Regular Classrooms. Early Ele and Middle Grades only	
3.5 Admission to Student Teaching	3.51 Admission to the Teacher Education Program
	3.511 Completion of 150 clock hours of clinical and field experiences prior to student teaching.
	3.512 File an application during the first four weeks of the semester prior to the term in which student teaching is desired. Any application filed is evaluated and processed for approval or disapproval.
	3.513 A valid medical examination including a current tuberculosis test. Any significant deviation from normal physical and psychological well-being will be referred to a proper examining physican.
	3.514 Behavior that relates to the moral, social, and personal standards of professional competency. The student's comportment will be subject to review and appraisal by the department responsible for the student teaching recommendation and the College of Education.
	3.515 Each student applying must complete a curriculum contract and file it with the Dean, College of Education, prior to final approval for student teaching.

PROGRAM COMPONENT	METHOD OF EVALUATION
	3.516 Successfully complete all prerequisites in professional education and pre-student teaching curricula in the applicant's area as prescribed by the current catalog.
	3.517 Recommended by the student's advisor and approved by the departmental chair.
	3.518 Standing of at least 2.5 grade point average based on hours major/minor and overall program.
	3.519 A grade of not less than C in EDF 317 Human Growth and Development, EPY 318 Learning Theories Applied to Teaching, all methods courses, all special education courses for majors and SED 438 Special Education Instructional Programs.
3.6 Program Evaluation	3.61 Common Generic Competencies Exam (College)
	3.62 Specific Program Competencies Exam (Department)
	3.63 Retest of a sample (see 2.11)
	3.64 NTE required for all enrolled in teaching programs. There is a state minimum level required for certification.
3.7 Student Teaching	3.71 Student Teaching Evaluation
4.0 Teacher In-Service	
4.1 KY Beginning Teacher Internship	4.11 State Evaluation including University personnel
4.2 Product Evaluation	4.21 Follow-up questionnaire to all graduates of undergraduate teaching programs to be sent in February or March following graduation.
	4.22 Sample follow-up during third year after graduation

PROGRAM COMPONENT	METHOD OF EVALUATION
5.0 Masters Degree	
5.1 Admission to the Graduate School	5.11 Completion of a baccalaureate degree from an accredited four year institution.
	5.12 Undergraduate GPA of 2.4
	5.13 GRE
5.2 Admission to Candidacy	5.21 GPA of minimum of 3.0
	5.22 Recommendation from Departmental Admissions Committee
5.3 Program Evaluation	5.31 Common Generic Competency Exam (Standardized College)
	5.32 Specific Program Competency Exam (Department)
	5.33 Comprehensive Exam (Current Reg.)
5.4 Product Evaluation	5.41 Follow-up questionnaire to all graduates
	5.42 Evaluative seminars held every other year
6.0 Specialist Degrees	
6.1 Admission to Graduate School	6.11 Completion of masters degree from an accredited college or university
	6.12 GRE at required level, 2.5 UGPA
6.2 Admission to Candidacy	6.2 GPA of 3.3 or above on all work toward the Ed.S.
6.3 Specialist Project	6.3 Oral examination and defense of project
6.4 Program Evaluation	6.41 Common Generic Competency Exam
	6.42 Specific Program Competency Exam
6.5 Product Evaluation	6.51 Follow-up questionnaire for all graduates